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ABSTRACT

Using a "Weekly Reader" type form, this paper presented American Indians in varying types of vocations in South Dakota and surrounding areas. A form letter and an accompanying questionnaire were used to gather information. The form letter explained the purpose of the questionnaire; the questionnaire asked individuals for personal information and past and present careers. The data was collected to be used in the classroom to help acquaint the Indian children with people of their race and the occupations they have selected. To date there is no periodical written for the Indian child dealing with contemporary Indians in varying vocations in society. Most of the literature published on Indian figures is at a readability level beyond that of an elementary school child. To overcome this, the paper presented short biographies of 28 contemporary American Indians. (FF)

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CONTEMPORARY INDIANS IN VARIOUS TYPES OF VOCATIONS IN SOUTH DAKOTA AND SURROUNDING AREAS

A Project Paper Presented to
Dr. John R. Moss of the Graduate Faculty
Northern State College
Aberdeen, South Dakota

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

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by
Bayard L. Jerde
May 1970

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	The Problem	1
	Statement of the problem	1
	Importance of the study	1
	Methods and Procedures Used	2
	Definition of Terms Used	2
	Delimitation of the Study	4
II.	REVIEW OF LITERATURE	5
	Literature on the Historical Background	5
	Literature on the Recent Past and Present	6
III.	ANALYSIS OF THE DATA	11
	Arthur E. Amiotte	12
	Vernon L. Ashley	14
	Emerson Gerald Baker	16
	Evelyn Lambert Bergen	17
	Roberta A. Cahill	19
	Carol Anne Carter	21
	Antoinette V. Claymore	23
	Guy D. Claymore	24
	William C. Colomb	25
	Hobart Eagle	26
	James W. Emery	28

CHAPTER PAGE

Wayne H. Evans 30
Gerald One Feather 32
Vivian L. One Feather. 33
Linda L. Larson. 34
Jerry J. Little Axe. 35
Thomas E. Raymond. 37
Cordelia Red Owl 39
Dorothy W. Redfish 41
Dennis A. Renville 42
Kenneth G. Ross. 43
Ramon A. Roubideaux. 45
Kenneth C. Scissons. 48
Harold William Shunk 50
Webster A. Two Hawk. 53
Alene Van Wald 54
Vincent Harold Whipple 56
John R. Williams 58
IV. SUMMARY. 59
BIBLIOGRAPHY 60
APPENDIX 61

CHAPTER I

INTRODUCTION

For many years differences of opinions have existed in the writings about environmentally deprived populations and the problems of these groups. It is the opinion of many educators that the Indian child has not had available to him materials that have shown contemporary Indians in various types of vocations. Due to this unavailability, the Indian child has not been able to successfully identify with vocations outside of his immediate surroundings.

I. THE PROBLEM

Statement of the problem. It was the purpose of this paper to present in Weekly Reader type form, Indians in varying types of vocations in South Dakota and surrounding areas.

Importance of the study. To date there is no periodical, e.g. Weekly Reader written for the Indian child dealing with contemporary Indians in varying vocations in society. Most of the literature published on Indian figures is at a readability level beyond that of an elementary school child, at best junior high. The Indian child is exposed mostly to literature dealing with non-Indians in

these positions, therefore making it difficult for the Indian child to perceive himself in this type position.

II. METHODS AND PROCEDURES USED

A form letter and an accompanying questionnaire was used to gather the necessary information. The form letter explained the purpose of the questionnaire. The questionnaire asked the individual for information about himself and positions held past and present.

III. DEFINITIONS OF TERMS USED

The Bureau of Indian Affairs. This bureau operates under the Department of the Interior, and is also known as the B.I.A.

Reservation principal. This title designates that official who is in charge of all the existing schools under the jurisdiction of the Bureau of Indian Affairs in his area. These schools may be within the borders of the reservation, or it is possible for them to be only near an existing reservation.

Day school. A day school is an institution that operates as any ordinary public school system insofar as the transportation of pupils is concerned. Students in rural areas are bussed to the school facilities and those

students who live in town walk to school.

Boarding school. A boarding school is an institution located in an area other than where the students' homes are located. All students in this type of school are housed and fed for the duration of the school term.

Reservation. A reservation is a piece of land which may vary in acreage but usually consists of several hundred acres. This piece of land was set aside for Indians to live on.

Indian. An Indian, as used in this study, is any person with one-fourth or more Indian blood.

Sioux and Dakota Indian. They are the same tribe. They prefer the name Dakota (meaning "friend" or "ally") to Sioux (meaning "snake" or "enemy"), although the latter persists in both Indian and white usage.

Tribal Council. The tribal council is the governing body of the tribe.

Self image. Self image is the picture we have of ourselves in our minds.

Ideal self image. An ideal self image is the picture we have of ourselves in our minds as we would like to be.

Realistic ideal self image. This means that our life goal is something that can be reached with the ability that one has.

Positive self image. This is the same as the self image, except that, when you look at it, it makes you feel good about yourself.

Negative self image. This is the same as the self image, except that, when you look at yourself, you don't like yourself and feel badly about yourself.

IV. DELIMITATION OF THE STUDY

The number of candidates used was limited to 50. This was done by having a team review the questionnaires. The presentation was written on an intermediate grade readability level.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer will attempt to review literature dealing with the Indian child as it relates to authority figures of the past, present, and future, in his education.

I. LITERATURE ON THE HISTORICAL BACKGROUND

The Indian of the past has always looked up to and followed individual Indians who were able to show knowledge in a certain field. This was evident by the way in which the young girls would pattern their lives after their mothers, aunts, grandmothers and other female figures in their group. The young boys likewise patterned their lives after the male figures in the group. All members looked toward their medicine men and chief as a source of inspiration for their well-being and direction.

Historically, the Indian placed a high value on his time and services. In their own culture, where goals were understood, Indians were economical, hard working, and possessed a keen appreciation of time. Thrift was shown in their utilization of every part of animals killed in the chase as well as by their gathering and drying of berries and eatable roots. Hunting or tilling the soil with wooden

sticks to grow enough food for the family demanded a high order of perseverance.

II. LITERATURE ON THE RECENT PAST AND PRESENT

As the culture of the Indian has changed, the authority figure has undergone great modifications. The children still look to their parents and relatives; however their vision has broadened to include Indians that are not relatives and that may live a great distance from them.

The education of the Indian child has changed from being instructed by his parents and relatives to being educated by Indians and non-Indians in a school-room setting.

Robert L. Bennett, former Commissioner of the Bureau of Indian Affairs, commented on the changes in attitudes of the Indian toward education.

> "Since I'm an Indian, I know another side of the problem the Bureau was up against - resistance to the white man's learning. Indian families are very close, and parents bitterly resented having their children taken away for a kind of teaching they couldn't see the need of. Parents would tell children to learn just enough to get by, and when they got home Mother and Dad would teach them the important things. And children would stay in school just long enough to keep their parents out of trouble with the law."
>
> "Not until after World War II did Indian parents on any large scale willingly accept schooling for their children. I was present twenty-two years ago when a leader of the Navajos turned the tide for that people when he told them, 'Education is good food. We should taste more of it.' Recently the popularity of education has accelerated, so that rather suddenly we've

moved from a situation of hundreds of vacant desks to a clamor for more than we have available."[1]

In an Indian child's education there comes a point where the Indian student begins to lag behind the non-Indian students. Under the direction of a B.I.A. Education Specialist L. Madison Coombs and E. Gordon Callister of the University of Kansas they tested fourteen thousand young Indians in seven states using achievement tests. The same tests were given to ten thousand non-Indian students in neighboring communities.

> The results of the tests indicated that from the fourth grade to early teens, Indian children prove about equal to non-Indians. However, at about age fourteen the curve of ability starts lagging for Indian school children. Mr. Coombs explained this phenomenon:
>
> If, as the Indian child approaches maturity, he feels that his position in the social and economic world around him is not favorable, he may lose interest in his school work. Specifically, he needs to feel that he will be socially accepted by the non-Indian community and have equal employment opportunity. Otherwise, education loses significance for him. This is a possible explanation, at least, for the lag of achievement of Indian children at the higher grade levels.[2]

Most non-Indian children learn many things at home

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[1]James W. Hoffman, "A Comeback for the Vanishing American?," Presbyterian Life, 22:16, March 1, 1969.

[2]Baline B. Buntrock, "A Statistical Comparison of Stated Problems of Indian and White High School Students" (unpublished Master's project paper, Northern State College, Aberdeen, 1966), p. 27.

which are essential to their school success. However, due to cultural differences and social disadvantages, many of the Indian homes cannot supply that knowledge. Dr. Robert J. Havighurst of the University of Chicago stated it this way:

> Thus the culture of the Indian child equips him well or poorly for education in American schools, depending on how well his culture matches that of the American society which surrounds him ..... When his culture is quite different from that of the surrounding white community, or when his tribal culture has disintegrated and his group has not yet adjusted well to membership in the surrounding white culture, as was true in the 1940's of the Sioux, the Indian child may be expected to do rather poorly in schools that are run according to white standards.[3]

Dr. John F. Bryde, University of South Dakota, shed a different light on why the Indian child begins to lag educationally. He states that the Indian child at the age of adolescence becomes fearful of the non-Indian world because of fears that were instilled in the child at a young age.[4]

The Indian child begins to feel that the non-Indian world thinks of him as being not much good. If the Indian child dwells on this and begins to feel that the non-Indian

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[3]Ibid., p. 28.

[4]John F. Bryde, S.J., Ph.D., Acculturational Psychology or Modern Indian Psychology. (Washington: United States Department of the Interior, Bureau of Indian Affairs, 1967), p. 385.

world is correct, he will be fearful and uneasy at the prospect of being on his own in the non-Indian world.[5]

Dr. Bryde tries to impress upon the child that he is already picking up ideas and values from the non-Indian side. Many non-Indian ideas and values have "rubbed off" such as the car, radios, television, punctuality, etc.[6]

The self concepts of self image - ideal, realistic, positive, and negative-are then dealt with by Dr. Bryde. He stresses that the Indian child should have a realistic positive self image. If the self image is not realistic and positive, it could lead him in the wrong direction.[7]

According to Dr. Bryde, the Indian child should say to himself:

> 1) I do not sit back and watch the rest of the world go by, content to be poor and supported by the rest of the world;
>
> 2) I judge people by what they are on the level they choose, not by what they have;
>
> 3) I choose my level (mechanic, teacher, lawyer, etc.) and compete <u>for</u> my group, which includes my future family;
>
> 4) In this way, I will attain full modern Indian self-fulfillment and people will learn from me.[8]

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[5] <u>Ibid</u>.

[6] <u>Ibid</u>.

[7] <u>Ibid</u>., p. 387.

[8] <u>Ibid</u>., p. 400.

Point number 3 of the quotation from Dr. Bryde is the part of Indian education that this paper intends to enlarge upon.

CHAPTER III

ANALYSIS OF THE DATA

It was the opinion of this writer that the Indian children that he instructed at Pierre Boarding School, Pierre, South Dakota had not been exposed to Indians in the many and varied positions and vocations that they hold. This prompted him to develop a questionnaire and from visiting with many people, asking them to submit names of Indians that they knew, compile a list of over 100 persons to whom letters and questionnaires were sent.

The people to whom the letters and questionnaires were sent were asked to tell something about themselves and their positions. They were to keep in mind that this could influence Indian children in their selection of careers.

Of the 100 persons that were sent questionnaires, this writer received 28. They are as follows.

ARTHUR E. AMIOTTE

From his earliest childhood, Arthur D. Amiotte through his grandparents' teaching was very sensitive to things, sounds and colors. He has taken these feelings and put them into patterns and forms, using contemporary materials.

His great-grandfather, Standing Bear, an Oglala Sioux, was artistic. It was he who illustrated Black Elk Speaks, a book about the Great Plains Indians by John Neihardt.

Arthur Amiotte, an Oglala Teton Sioux, earned a Bachelor of Science Degree at Northern State College, Aberdeen, South Dakota in 1964. He did graduate study at the University of Oklahoma, and at Penn State University, Park, Pennsylvania and received his Master of Science Degree at Penn State.

He was listed in "Who's Who in American Colleges and Universities 1964" and in the Art Section of "Who's Who Among American Indians in the United States 1966-1967." His biography is included in American Indian Artists by Jeanne Snodgrass, Curator of Indian Art, Philbrook Art Center, Tulsa, Oklahoma, and in the publication, Contemporary Sioux Painting by Miles Libhart 1970.

His paintings have been exhibited throughout the

United States. He has received many awards including the First Place Grand Award at the North American Indian Culture Exhibition, Bismarck, North Dakota, 1964, and the Merit Award at the Annual Fall Exhibition, Sioux City Art Center, Sioux City, Iowa, 1965. Contemporary wall hangings are exhibited at the Sioux Indian Museum and Crafts Center in Rapid City, South Dakota.

After serving three years as instructor of art education at Northern State College, he returned to his home reservation where he is teaching at the Porcupine Day School. He chose this work because it is what he enjoys the best and he enjoys being among his own people.

The responsibilities of his present position are to develop a distinctive art education - a cultural arts curriculum for Indian students from kindergarten through the eighth grade. He is doing research on Sioux art history in visual arts, music and dance, writing a text with accompanying films, slides and filmstrips, and teaching studio courses in individual creative art activities.

Mr. Amiotte was born March 25, 1942 at Pine Ridge, South Dakota. He and his wife have one son, Andrew David. His education from first grade through high school was in the Custer Public Schools, Custer, South Dakota.

VERNON L. ASHLEY

Vernon L. Ashley is Coordinator of Indian Affairs for the state of South Dakota. He was promoted to this position June 1, 1965 during Governor Nils A. Boe's administration. This deals with seven recognized reservations and nine Tribal Councils throughout the state of South Dakota.

Mr. Ashley developed a model form of tribal government which is designed after the city council manager type of government. If the reservation would adopt this form of government they could hire by contract, experienced, college educated managers, either Indian or non-Indian, and if they incorporated under federal and state law they could transact business as a responsible governmental body.

Governor Frank L. Farrar requested that Mr. Ashley stay on his staff. He was happy to do so as he is dedicated to work for his Sioux Indian people.

His concern and responsibility relates to housing, education, health, employment and the general welfare of the Indian people of this state. They stress education which is the salvation of the Indians. They are also trying to get employment through the use of their resources. Through education and employment, Mr. Ashley feels the American Sioux Indian will regain their dignity, pride, initiative and be a fine race of people once again.

Mr. Ashley received his Bachelor of Arts Degree in Business Administration with minors in Economics, Psychology, and Sociology from Dakota Wesleyan University, Mitchell, South Dakota in 1954. His college education was acquired under the G. I. Bill.

He served in the Army Air Force from October 1942 to February 1946. After his discharge from the Army, he entered the cattle ranching business on Crow Creek and operated that for about four years when he decided to enter college.

Mr. Ashley was a tribal leader for eight years. He has testified before the Joint Committee on Interior and Insular Affairs of the U. S. Congress on four different occasions to justify the tribe's claim on the Fort Randall Dam and Reservoir land taking. He has also held numerous other positions.

At present Mr. Ashley is chairman of the Governor's Interstate Indian Council, an organization representing twenty-five states. He was on the National Advisory Committee of the Episcopal Church but resigned because he did not believe in what the church calls secular humanism, and the church directing funds toward demonstrations in New York's education program.

He enjoys bowling, golfing, hunting and fishing.

He is married and has seven children.

EMERSON GERALD BAKER

During his elementary years, Mr. Baker decided to become a teacher. His basketball coaches helped influence him in taking up this career.

Emerson Baker was born July 4, 1938 in Elbowoods, North Dakota. He belongs to the Gros Ventre Tribe. He is married to Madeline Cerese Baker and they have one child, Enos Channing Baker.

He served in the Armed Forces from March 1959 to April 1962.

After graduating from high school he received enough credits in education to qualify him to receive a South Dakota Teacher's Certificate. He attended Northeastern State College in Tahlequah, Oklahoma.

Mr. Baker is responsible for academic achievement for the eighth grade class.

He is affiliated with the Bureau of Indian Affairs and his main hobby is the Indian Pow-wows singing.

EVELYN LAMBERT BERGEN

Evelyn Lambert Bergen, a Yankton Sioux, is presently a Director of Head Start on the Rosebud Reservation. She has been in educational work for thirty-five years. She retired two years ago but went back to work when help was needed in her present position.

Teaching has always been her interest. She was given encouragement by her parents. She has taught in public, private and federal schools.

After graduating from high school, she received her Bachelor's Degree from Carleton College, Northfield, Minnesota. She did graduate work at Colorado State College, Greeley, Colorado; Northern State, Aberdeen, South Dakota; and at Nebraska State, Chadron, Nebraska.

As a Director of Head Start, Mrs. Bergen is in charge of overall operations of nine Head Start centers on the Rosebud Reservation. She supervises ten teachers and twenty-five employees, works with parents, assisting with the Career Development Program and has supervision of one social worker and one social worker aide.

Mrs. Bergen was born at Lake Andes, South Dakota March 26, 1907. Mr. and Mrs. Richard Bergen have one child, Judith Bergen Hauff.

Mrs. Bergen belongs to the Episcopal Church.

women's groups, American Association of University Women and American Legion Auxiliary. She has also worked in many other organizations.

She received the Meritorious Civil Service Award in 1957 but the honor of which she is most proud was an Indian Pow Wow given in her honor when she retired. She was given an Indian name at the same time.

She enjoys reading and playing the organ and still plays the organ for church services.

ROBERTA A. CAHILL

Roberta A. Cahill received her first eight years of elementary education in the Pierre Public Schools with the exception of the fifth grade which she received at Greenwood, South Dakota. She graduated from high school at the Flandreau Indian School. While in high school she received the honor of being chosen Girl's Stater, received the Citizenship Award and was Salutatorian of her class.

She received her Bachelor's Degree from Northern State College at Aberdeen, South Dakota. She also attended summer sessions at the University of South Dakota at Vermillion. Roberta was secretary and treasurer of Moccasin Tracks for four years.

Mrs. Cahill is school social service representative for the Pierre Boarding School. Prior to this she was child welfare worker for the state of South Dakota.

Mrs. Cahill is kept very busy in this career, having many responsibilities. She provides casework services to a few children, explores financial resources, and works as advisor between the home agency or area and the school. She makes proper referrals for various services to the appropriate state, federal or private agencies regarding foster care. She and all the staff members must work together for the students' benefit such

as their learning, adjustment and acceptance.

Mrs. Cahill decided to go into this type of work when she was in high school. As an adolescent, she had many adjustment problems. She appreciated all the help she received from the social worker, her friends and other interested adults.

At present she is a member of the Council for Exceptional Children and was a 1968-1969 member of the Pierre-Fort Pierre Business and Professional Women of which she was first runner-up for Career Girl. She was also a nominee for Young Educator by the Jaycees in 1969.

Her hobbies are sewing, reading, listening to music, bowling and other sports.

Roberta A. Cahill is a Yankton Sioux. She was born at Wagner, South Dakota April 1, 1944. Her husband is David L. Cahill.

CAROL ANNE CARTER

Born in Marty, South Dakota, June 13, 1946, Carol Anne Carter is a Yankton Rosebud Sioux.

She received her first eight years of education at the Indian Mission, St. Francis, South Dakota. Her first three years of high school she attended St. Francis and graduated from Marty Mission at Marty, South Dakota.

Mrs. Carter is also a college graduate. She received a Bachelor of Science degree in Psychology with minors in Zoology, German, History and Sociology.

She is married to John M. Carter.

At present Mrs. Carter is a child care counselor to emotionally disturbed adolescents. This includes counseling with each person and with groups. She uses two types of therapy, the mileau-oriented type and reality therapy.

Mr. and Mrs. Carter are "live-in" counselors. They work twenty-four hour days for three and a half days a week.

Mrs. Carter decided to go into this work in June 1968. She decided to do this work because she enjoyed working with her own people and the younger Indians, hoping to help them in one way or another.

She belongs to the Minnehaha Indian Club and American Indian Movement.

Mrs. Carter has one main hobby and that is working with Indian people.

ANTOINETTE V. CLAYMORE

Mrs. Claymore is a clerk-typist at Pierre Boarding School. She felt she was best qualified to work in this field.

She received her education at Timber Lake, South Dakota and Cheyenne Agency, South Dakota.

Her responsibilities are caring for all students' accounts and paying all bills for students' activities funds. She has charge of the cash withdrawals for students every week and deposits all the money for the students and for the student activity fund.

She is married to Guy D. Claymore and they have a family of three children, Jeffery, Dale and Merlin.

Mrs. Claymore was born at the Cheyenne Agency, South Dakota on December 6, 1935. She is a member of the Cheyenne River Sioux Indian Tribe.

The hobby she enjoys the most is reading.

GUY D. CLAYMORE

Have you ever wanted a job in the wide open spaces? If you do, maybe you would like an occupation like Guy D. Claymore. He is a Cheyenne River Sioux who was born May 5, 1932 at Fort Yates, North Dakota. He and his wife Antoinette have three children, Jeffery, Dale and Merlin.

Mr. Claymore received his education in Fort Yates, North Dakota and Cheyenne Agency, South Dakota. Guy served in the Army as an engineer and in 1960 he chose the occupation of a self-rancher because then he could be his own boss. Some of the responsibilities of ranching are keeping your tractor and other farm equipment in working condition, putting up plenty of feed for winter months, and seeing that your livestock have water and proper medication. A rancher also has a big job of calving and lambing.

He belongs to the Cattlemen's Association which is affilated with livestock. When he is not busy with his ranch work, he enjoys reading as a hobby.

WILLIAM C. COLOMB

William Colomb is a member of the Sioux Indian Tribe. He was born in Tripp County on November 11, 1913. He and his wife Julie have a daughter named Anne.

He received his high school education at Todd County High School and also took two years of business at Haskell Institute at Lawrence, Kansas. Mr. Colomb served in the Air Force from 1941-44. After his discharge from the service he decided to pursue his career in ranching because he could be his own boss. His ranching consists of raising sheep.

Mr. Colomb is a member of the Veterans of Foreign Wars and is also serving a four year term on the Todd County School Board. He received the Distinguished Flying Cross, an honor of which he is proud. Hobbies which he enjoys while not working the ranch are reading, leather work and motor cycling.

HOBART EAGLE

Hobart Eagle was a highway supervisor on the Crow Creek and Lower Brule Indian Reservations. He was in civil service for thirty-four years. He is now retired and is Executive Director of Housing Authority at Ft. Thompson.

While he was highway supervisor, he had charge of all road construction and maintenance on both the Crow Creek and Lower Brule Reservations. He had charge of the surveying and plans.

After retirement he was appointed by the Housing Authority as Executive Director. He has charge of ninety homes in administration and maintenance. He is business manager for the local Housing Authority, preparing budgets, new house plans and collecting of rent. He also takes care of all disbursing of the money and in other cities as requested by the local Housing Authority.

Mr. Eagle, a full blooded Sioux, was born on the Crow Creek Indian Reservation, September 7, 1911.

He received his education at the Day School on the reservation, Pierre Indian School, Flandreau Indian School and Santee Normal Training School.

He had always been interested in learning surveying, designing road plans and road construction as well as

preparing budgets, so was fortunate to get into the work that he enjoyed.

Mr. Eagle belongs to the National Civil Service Retired Employees, Washington, D. C. He was honored by receiving the Commendable Service Award by the Bureau of Indian Affairs for his thirty-four years of faithful service.

JAMES W. EMERY

James Emery was born at Cheyenne Agency, South Dakota on January 24, 1934. He and his wife Elaine have a son named David.

James received his education in the public schools in the Northern Black Hills. In 1951 he was selected as a Boy's Stater to represent Deadwood High. Following graduation he entered the Army Airborne which became his home from August 1953 to August 1956.

Mr. Emery is now district manager of the Hot Springs District of the Black Hills Power and Light. It is not required that you have more than a high school diploma but as he said, "In this day and age I would hesitate starting in this job without one". He is employed by an electric utility and his responsibilities consist of supervising an office force of two in billing and collection of electric accounts. In addition, he supervises three service men who do meter reading, new customer hook-ups, maintain an electrical system and appliance repair. Public relations for the company and appliance sales are an additional duty. In general, Mr. Emery is responsible for the entire operation of the company in that area.

Off-duty from his employment he is kept busy by being president of the Hot Springs Area Development

Corporation, vice president of Hot Springs Chamber of Commerce, director of the Lions Club, Southern Hills General Hospital and also Crazy Horse Pageant. James is also the chairman of the State Indian Affairs Commission, former member of the Hot Springs City Council and the past president of the South Dakota Beauty Pageant.

In 1962 he received the honor of "Jaycee of the Year" from the Rapid City Chapter.

In what spare time he has left he still finds time to enjoy his hobbies which are golfing and water skiing.

WAYNE H. EVANS

Wayne H. Evans is a Rosebud Sioux. He was born April 19, 1938 in Rosebud, South Dakota. His wife's name is Betty Jo and they have four children, Donna, Wayne, Anita and Brenda.

He is presently the director of "Project Upward Bound". In this work he must plan and carry out this project. He budgets program costs and has charge of all responsibilities.

His own background gave him the desire to go into this work of helping his people and especially the youth. As a youth he lacked parental, financial and motivation support so while a sophomore in high school he decided that he wanted to do some of these things for other youth in similar conditions.

After finishing high school he attended Black Hills State College at Spearfish, South Dakota and the University of South Dakota at Vermillion, South Dakota.

Mr. Evans is a member of the Working Indians Civil Association, Inc., South Dakota Personnel and Guidance Association, National Education Association and chairman of the Human Rights Association.

While in high school he received the honor of being chosen Homecoming King. He received a scholarship

from the United Scholarship Service and a gift award from the Oglala Sioux Tribe.

Among his hobbies are horses, photography and reading.

GERALD ONE FEATHER

Gerald One Feather is serving as president of the Oglala Sioux Tribe in which he has the responsibility for all programs, welfare and protection of all members of the tribe, and is chairman of their governing body.

He was drafted by the people of the reservation for the position he holds, and decided to accept the responsibility.

The John Hay Whitney Fellowship was awarded him in 1962, and he is affiliated with the American Indian Leadership Council and the United Sioux Tribes of South Dakota.

Mr. One Feather was born at Pine Ridge, South Dakota. His wife is the former Vivian Arviroo and they have a family of four children. He is a high school graduate and has studied at the University of South Dakota.

VIVIAN L. ONE FEATHER

Vivian L. One Feather is a Navajo Indian. She was born in Rehoboth, New Mexico, November 25, 1941.

She is married to Gerald One Feather and they have four children.

After graduating from high school she attended Colorado College, Colorado Springs, Colorado and the University of Oklahoma, Norman, Oklahoma, where she received her teaching certificate.

At present she is a part-time teacher of American Indian studies in the Red Cloud Indian School. She teaches Indian students their background in a practical way so they will become interested in their future as Indian people living on the reservation. In this way they will be trained to become good citizens.

Mrs. One Feather is a board member of the Oglala Junior Community Co-op.

Her hobbies are working with her hands such as planting and qrafts.

LINDA L. LARSON

Linda L. Larson, Chippewa, is presently employed as an Indian student counselor for Operation Talent Search and Title III on the Fort Totten and Turtle Mountain Indian Reservations.

Miss Larson graduated from the University of North Dakota with a Bachelor of Arts Degree in Social Work. For Talent Search she works with seniors and graduates who are financially handicapped in furthering their education and consults with financial aid officers of various institutions in the state to help these students in pursuing their studies.

She chose to work with Indian people to help them overcome difficulties which she had encountered.

Miss Larson was awarded a Bureau of Indian Affairs scholarship for four years of college and is affiliated with the North Dakota Guidance and Personnel Association. Her hobbies include sewing, boating, horseback riding, walking and travelling.

Miss Larson was born November 9, 1947 at Devils Lake, North Dakota.

JERRY J. LITTLE AXE

Mr. Little Axe was born at Norman, Oklahoma, July 2, 1938. He is a Shawnee Indian.

His wife's name is Barbara and they have three children, Tina Faye and Rena Kay, twins, and Darrell James.

Mr. Little Axe is a graduate of Haskell Institute, Lawrence, Kansas. During his senior year he had the honor of receiving the Danforth Award. He was also an "A" student. He enjoyed plumbing as a shop subject and hoped some day to know as much in the way of building as his boss. He was unable to go on to college because he did not have the money to do so.

His present position is foreman of buildings and grounds at Pirre Agency School. Twelve men in various trades work under his supervision. Their duties are maintaining the buildings and grounds at Pierre Agency. They are responsible for the repairs, maintenance, operations and improvements of all types of buildings and utilities of the Pierre Boarding School, Fort Thompson Day School and Lower Brule. He is time keeper for the men and keeps track of all material used on each job.

Mr. Little Axe is a member of the Haskell Alumni Association, belongs to the Capitol Height Baptist Church in Pierre, South Dakota and is a member of the Haskell Club

of South Dakota.

He considers bowling and welding as his hobbies.

THOMAS E. RAYMOND

Mr. Thomas E. Raymond received his high school education at Todd County High School at Mission, South Dakota graduating in 1961. It was at this time he decided to make teaching his life's work. He was given encouragement to further his education by his parents and instructors.

Mr. Raymond attended Southern State College, Springfield, South Dakota; Northern State College, Aberdeen, South Dakota; University of South Dakota at Vermillion and Black Hills State College, Spearfish, South Dakota. He has a Bachelor of Arts Degree plus five years of experience working with the disadvantaged and a Master of Arts Degree plus three years of teaching the disadvantaged.

At present Mr. Raymond is a director of the Teacher's Corps in Todd County Schools. Before accepting this position he was a developmental reading and physical education instructor.

As director, he has many responsibilities, two of which are coordinating the program between Todd County Schools and Black Hills State College and directing the program in the Todd County Schools.

As a director of the Todd County Schools, Mr. Raymond supervises three to eight people with at least sixty-eight semester hours of college credits, teaches

some classes to interns, plans community activities for the interns and evaluates programs.

Some of the organizations to which he belongs are the National Education Association, South Dakota Education Association and Todd County Education Association. He served two years as president of the latter.

Besides all his hard work he enjoys a few hobbies such as fishing, hunting, golfing and reading.

Mr. Raymond was born at Winner, South Dakota March 13, 1943. He is one-half Sioux.

CORDELIA RED OWL

Miss Red Owl is an elementary teacher. She decided to become a teacher when she was a junior in college. She was encouraged to go into this work by many of her instructors, by ministers, her friends and others who were interested in her life.

She was born July 26, 1936 at Kyle, South Dakota and belongs to the Oglala Sioux Indian Tribe.

She received her first eight grades of school at Little Wounded Knee Day School at Kyle, South Dakota and graduated from high school at the Oglala Community School at Pine Ridge. Miss Red Owl received her Bachelor of Science Degree from Black Hills State College, Spearfish, South Dakota.

While she was attending Black Hills State College, she had the honor of being chosen Miss Wenona Cook Hall in 1957.

Cordelia Red Owl has many responsibilities. She teaches twenty Indian pupils in the first grade at Wanblee Day School. Some of the children do not understand too much of the English language. Besides teaching she serves as faculty advisor to student organizations and special committees, and chaperones dances and other social activities. She also visits with the parents regarding the

progress, behavior and adjustments each of them is making in his class and school.

Miss Red Owl is now on the district council of the Episcopal Church in South Dakota.

Among her many hobbies are collecting postcards, book matches and photography.

DOROTHY W. REDFISH

Mrs. Dorothy W. Redfish was born at Eagle Butte, South Dakota March 20, 1914. She is a Sioux Indian.

She is married to Emil Redfish and they have three children, Narcelle, Carla and Eldon.

Both Mrs. Redfish and her husband are educators. She chose the teaching profession as she enjoyed young people and in this way could work closely with them and help make a fuller life for them.

She received her Bachelor of Arts Degree from Huron College. She has done graduate work at Black Hills State College, Chadron State College and Arizona State College.

She is presently a Head Start teacher. Besides this work she supervises cooking, bus drivers and aides. She teaches three and four year old children and works with parent involvement.

Mrs. Redfish also enjoys working with crafts.

DENNIS A. RENVILLE

Born in Breckenridge, Minnesota July 30, 1946, Mr. Renville spent most of his boyhood at Sisseton and Wahpeton.

He attended grade school at St. John's Catholic School at Wahpeton and attended Wahpeton High School. His first two years of college were at the State School of Science there and he completed his college work at Valley City State. He received his degree in physical education.

Dennis began thinking about going into physical education while he was in high school. He had a basketball coach, who was a great influence to him in seeking this career and received honors in athletics.

At present he is teaching physical education in the Pierre Boarding School at Pierre, South Dakota. He has to provide safe and supervised games and activities for the students there.

He belongs to the Knights of Columbus. His hobbies are mostly in sports and outdoor activities.

KENNETH G. ROSS

Director of Indian Education in the state of South Dakota, Mr. Ross has contributed a great deal to the state in many ways.

He was born in Pipestone, Minnesota, November 25, 1941. He is a Flandreau Santee Sioux. His wife's name is Lucille and they have two daughters, Kimberly Kay, three years old and Kelly Katherine, one year old.

He attended school in many different places. His first five years were at Flandreau Public School; sixth grade at Sacramento, California and St. Louis, Missouri; seventh grade at Pine Ridge, South Dakota and eighth through twelfth grades at Todd County, Mission, South Dakota. After finishing high school he attended two years at the University of South Dakota, two years at Black Hills State College and one year at Northern Arizona University in Flagstaff, Arizona.

While he was a junior in college he decided on his present career. He felt in this way he would be more able to help his fellow American Indian to see the importance of receiving a good education.

Mr. Ross has many responsibilities. He takes care of the money which the state of South Dakota receives to educate the Indian young people in public schools.

He works to better the quality of education for the Indian youth. He also administers the South Dakota State Indian Scholarships.

Some of the organizations to which he belongs are Sigma Tau Gamma, State Board of Directors for Adult Basic Education, State Camps Committee, Project Board Member for the Institute of Indian Studies at the University of South Dakota, member of the State Committee on Library Services for American Indians and Advisory Board Member for Title III, "Sioux Indian Project."

Besides all his work he enjoys several hobbies such as hunting, fishing, Indian arts and crafts and painting.

RAMON A. ROUBIDEAUX

Ramon A. Roubideaux was born November 15, 1924 at Rosebud, South Dakota in the Rosebud Indian Hospital. He is an enrolled member of the Rosebud Sioux Tribe.

He received his early schooling in Lead, South Dakota. He graduated from eighth grade at St. Francis Mission, St. Francis at the age of twelve. He then attended his first two years of high school at St. Francis, then transferred to Stephan Mission in Stephan, South Dakota where he graduated at the age of sixteen.

Mr. Roubideaux secured an educational loan from Rosebud Agency and attended business commercial course at Haskell Institute, Lawrence, Kansas. He graduated in 1942. He served his country by serving in the Air Force.

Ramon Roubideaux decided to pursue the career he is in today because in 1944 he was evicted from an Edgemont, South Dakota dance hall because he was an Indian although an Air Force Second Lieutenant in full uniform. He was unable to hire a lawyer to prosecute the dance hall manager, so he vowed to become a lawyer. Papers picked up the story. Then Congressman Case wrote and suggested a Washington, D. C. law school and the G. I. Bill of Rights, and a part-time position in his office.

While attending George Washington University he

also operated a dance band and worked in Case's office. He received his law degree in 1950 at George Washington University.

In 1951 he was appointed Assistant Attorney General; in 1952 he resigned and went into full-time private law practice.

He and his wife Cecelia are the parents of three children, Michael, Marcus and Yvette.

Mr. Roubideaux was elected as States Attorney for Stanley County in 1956 and has served in that capacity since. He has emerged as a criminal defense lawyer through the years, specializing in criminal and personal injury actions.

He enjoys fishing, golfing, bowling, bridge, painting and hunting. He is a member of Isaac Walton League, Pierre Country Club, American Legion Post-Post and County Commander, Veterans of Foreign Wars-Post Advocate. Mr. Roubideaux is the president of Sixth Judicial Circuit Bar Association, chairman of State Bar Civil Rights Committee, member of State Bar Criminal Bar Association, and State Commission on Indian Affairs.

Mr. Roubideaux has been chairman of various political and Indian groups and associations through the years. He is a former member of executive committee of

the National Congress of American Indians. His name will be found in Who's Who, Indians of South Dakota.

Ramon Roubideaux has been in general practice as an attorney at law for the past eighteen years.

KENNETH C. SCISSONS

Mr. Kenneth C. Scissons holds the position of criminal investigator at the Sisseton Agency. In order to take the responsibilities of this work one must be completely dedicated to the welfare of the human society. His interest is in the welfare of the Indian society and the protection of their rights and treatments.

There are many responsibilities in this position. He must investigate and preserve evidence of all major crimes committed on trust, tribal or allocated land of the Sisseton Wahpeton Reservations. He must also prevent any enfringement of the Constitutional rights of the Indians. He works with public relations and is Law and Order Advisor to the Tribal Council and juvenile programs.

Before accepting his present position, Mr. Scissons was interested in the conservation and protection of wild life and natural resources. He served twenty years as a state game warden. He received the Woodman of the World Conservation Award.

He attended the Rapid City Indian School, Genor Indian School and Rapid City High School. He served many years in the military service with the 196 Infantry Combat Teams and 109 English British Commandos. He received the Distinguished Service Cross in World War II.

He and his wife Evelyn have three children, Robert, Ruth and Sharon.

Mr. Scissons is a Rosebud Sioux. He is a member of the South Dakota Sheriff's and Police Officer's Association, Veterans of Foreign Wars, American Legion and Legion of Valor.

He enjoys trapping, fishing, hunting, bowling, golf, trap shooting, archery and boating.

HAROLD WILLIAM SHUNK

Harold William Shunk is now retired after thirty-five years with the Department of Interior. He was a teacher, coach and school administrator in the Indian service. He served as superintendent of the Sisseton Indian Agency from 1952 to 1968. He was also superintendent of the Turtle Mountain Consolidated Indian Agency at Belcourt, North Dakota and Standing Rock Agency at Fort Yates, North Dakota. The last eight and one half years he served as superintendent of the Rosebud Indian Agency at Rosebud, South Dakota.

Mr. Shunk was responsible for the education, property (mostly real estate), health and welfare of over eight thousand Indians in four counties. He was also responsible for one hundred eighty employees in the fields of education, law and order, welfare, health and numerous other occupations.

He chose this career after graduating from college, as he felt he could do a great deal for the Indian youth because of his knowledge of them.

Mr. Shunk is a Yankton Dakota Indian. He was born at Phillip, South Dakota July 25, 1907. His wife is Delilah E. Wood. They have one child, Deloria Shunk Malone.

He attended high school at Colome, Southern State

College, Colorado State at Fort Collins and South Dakota State University at Brookings, South Dakota. Besides receiving his Bachelor of Science Degree he has also done graduate work.

Mr. Shunk had a great deal of determination in order to get where he is today. In those days they did not care much whether you went to school or not. There were no funds distributed as loans or grants for Indians. He worked his own way through school. It was not easy but he knew how he acquired it. He picked corn on weekends for two cents a bushel, worked on the section, hauled manure and did all kinds of manual labor. He says Indian youngsters today have scores of opportunities to prepare themselves for life and that there is no excuse for anyone if they really want to succeed.

Mr. Shunk spent two years in the military service in the 785 Armored Division.

Since retirement Mr. Shunk has been lecturing and writing. He has lectured for years throughout Minnesota, North and South Dakota, Montana, Wyoming, Kansas, Iowa, Illinois and California. He has given many commencement addresses in high school and colleges.

He has taken part in many community services. He was Veteran of Foreign Wars Commander from 1949 to 1951

and District Commander in 1952. He has had memberships in the Kiwanas, American Legion, Lion's Club, Commercial Club, Blue Lodge Mason, Shrine and numerous others. He has been president of Black Hills Girl Scouts, executive member of the South Dakota State Historical Society, State Executive Board Member of the Omnibus Crime and Riot Control Bill, Boy Scouts finance vice-chairman at Rapid City and Outstanding Library on Dakota Indians.

Mr. Shunk received the Meritorious Service Award in 1968 in the Department of Interior, a citation from the Rosebud Sioux Tribal Council and Cheyenne River Tribal Council.

Although a very busy man, Mr. Shunk enjoys horses, hunting, working with youth and civic groups. He has refereed fights both pro and amateur for years, coached track and boxing. He is a collector of guns and enjoys pistol shooting.

WEBSTER A. TWO HAWK

President of the Rosebud Sioux Tribe, Webster A. Two Hawk, a Rosebud Sioux, has shown outstanding ability in his work in this field. He is administrator of the business of the Rosebud Sioux Tribe. He works in public relations among his people, is a promoter and a consultant to the Tribal Council.

He was born on the Rosebud Agency, February 4, 1930. He received his elementary education at the Day School and Rosebud Boarding School. He attended two years of high school at the Rosebud Boarding School and his final two years at Todd County High School after which he served in the Armed Forces.

Mr. Two Hawk was married to Evelyn Ann Lambert. They have six children, Albert, Webster Jr., Brook, Shannon, Naomi and Castle.

He belongs to the Episcopal Church, United Sioux Tribe and the Brotherhood of Christian Unity.

He received the honor of being chosen Chief of his Tribe.

His hobbies are working with cattle and horses.

ALENE VAN WALD

As administrative manager for the Department of Interior's Bureau of Indian Affairs in Pierre, Alene Van Wald, serves as assistant to the superintendent of the agency in overall administration of agency programs. She gives direction to personnel management, the fiscal functions and property and supply management. She helps plan, organize, coordinate and control the execution of administrative functions, financial programs and management analysis. Mrs. Van Wald also helps with the human side of the enterprise relating to the people which require direction of their efforts, motivation, control of actions and behavior to fit the needs of the organization. She works with physiological needs, safety needs, social needs and self-fulfillment needs.

Mrs. Van Wald, a Crow Creek Sioux, was born in Hayward, Wisconsin, September 19, 1915. She is very proud of her Indian heritage. Her father, who died in 1965, was a team-mate of the legendary Jim Thorpe on both the Carlisle Indian School's basketball and football teams.

She attended school at Chamberlain and it took her only ten years to complete her twelve years of grade school and high school. She was in the upper one-fourth

of her class when she graduated.

After graduating from high school she was one of five candidates for a job in the Brule County Auditor's office. Though the only Indian applicant for the job, she was hired on the basis of her school record. This $40.00 a month job lead to a government executive position and a yearly salary of $14,700.00.

She has been happy in her work for the reason that she has been afforded the chance to give service to others. The superintendent of the high school where she attended was a great influence to her. He was an excellent example of the type of individual to whom any student would be proud to be a parallel.

Mrs. Van Wald does not believe that Indian citizens of South Dakota undergo marked discrimination. She believes that all human beings, no matter what the race, will be respected if their behavior is such that one can be respected. She says she has never knowingly been discriminated against because of the Indian blood which flows through her veins.

She received honors in conservativeness. Her interests also include her work in the church.

VINCENT HAROLD WHIPPLE

Mr. Whipple is a social studies teacher and cross country basketball and track coach at St. Francis High School, St. Francis, South Dakota.

He is an Oglala and Santee Sioux, born at Pine Ridge, South Dakota February 19, 1938.

His wife is Sylvia Worker Whipple, who is a Navajo. They have three children, Robert, Elizabeth and Vincent Jr.

He attended public school at Rapid City and Mission. He graduated from Rapid City High School in 1956.

Mr. Whipple spent from 1956 to 1959 in the United States Marine Corps. After returning from the service, he attended college receiving his Bachelor of Arts Degree at Huron College, Huron, South Dakota in 1963.

During his sophomore year in college he decided to become a teacher and later to also be a coach. His main factors in choosing this career were that he felt he could be of service to his people and have adequate income to support his family.

This career holds many responsibilities, some of which are preparing lessons in world and American history, American government and economics. He evaluates student progress to determine grades, does general counseling and checks for the need for tutoring and special study.

As a coach he schedules games, meets, organizes practices and training workouts. He also does counseling with individual athletes, tutors them in systems of play and effective and efficient sports techniques. He has care of injuries and purchasing and care of athletic equipment.

Mr. Whipple is a member of the Board of Directors for the American Indian Leadership Council and Bishop Hare Home for Episcopal Boys and Episcopal Church. He was formerly with the Boy Scouts as troop committeeman and Jaycees.

Many honors have been awarded Mr. Whipple some of which are being chosen on the All State Basketball Class A in 1956, recipiant of the South Dakota Indian Scholarship in 1959 to 1963 and on the Dean's list in 1963. He received honors in the service and meritorious promotions. He was a winner in 1967 Todd County Jaycee Speak Up and many other honors.

Besides being kept very busy in his regular job he has time for numerous hobbies of which reading sports magazines and Indian Press are some of his favorites. He enjoys golf, fishing, hiking, camping, basketball, softball, baseball, track, ocean swimming and rifle target shooting.

JOHN R. WILLIAMS

John R. Williams, a Pine Ridge Oglala Sioux, was born at Hot Springs, South Dakota, June 13, 1931.

He is a graduate of Bennett County High School, Martin, South Dakota. He received his Bachelor of Science Degree from Southern State at Springfield, South Dakota. During the summers of 1962 and 1963 he did graduate work at Northern and received his Master's Degree in Education at the University of Wyoming.

His present job is Director of Admissions at Mount Marty College at Yankton, South Dakota. It is his work to tell the students whether or not they will be able to enter the college.

He was a high school guidance counselor and from this experience he decided he would like working at a college. This decision he made in 1968.

His wife is Diane L. Williams and they have two children, Lamonte Joseph and Joni Antionette.

Mr. Williams also served in the Armed Forces from 1952 to 1954.

He belongs to several organizations. Some of them are the Parent Teachers Association, National Education Association, Legion and Veterans of Foreign Wars.

His special hobbies are hunting and fishing.

CHAPTER IV

SUMMARY

It is this writer's intention to use this paper in the classroom to help acquaint the Indian children with people of their race and the occupations they have selected. This can be done in social studies or other subject areas.

The Indian child is intensely interested in finding out about other Indians and what they are doing. This paper is intended to help satisfy this interest.

Bayard L. Jerde
711 So. 13th St.
Aberdeen, S. Dak. 57401
April 13, 1970

Inside Address

Re: Request for personal data

Dear :

I am developing a seminar paper on contemporary Indians and their occupational interests. It is hoped that this paper could be used to favorably influence Indian students in their selection of a profession or vocation by making them acquainted with respected Indian models in varying occupational fields.

The information obtained for this paper will be written in Weekly Reader form. It may be desirous to publish the materials provided through this research as a unit for study of contemporary Indian life.

Would you assist me in collecting information for this paper? If so, please complete the enclosed questionnaire and return it in the self-addressed stamped envelope. I would appreciate it if you would enclose a photograph of yourself that would be used in conjunction with your personal data. It is assumed that your permission is granted for me to publish this information according to the above mentioned form and purpose.

I am thanking you in advance for your consideration of the request. I also want to thank you for your immediate compliance if you choose to assist me with this paper.

Sincerely yours,

Bayard L. Jerde

BLJ/jaj

Enclosure

QUESTIONNAIRE

NAME_____

BIRTHDATE_____

BIRTHPLACE_____

TRIBE_____

SPOUSES NAME IF MARRIED_____

NAME OF CHILDREN_____

_____

MILITARY SERVICE YES_____ NO_____

DATES AND BRANCH OF SERVICE_____

WHERE DID YOU RECEIVE YOUR EDUCATION?_____

_____

_____

_____

PRESENT POSITION: PLEASE KEEP IN MIND THAT THIS COULD BE A GUIDE TO INDIAN STUDENTS IN CHOOSING A CAREER._____

_____

TELL SOMETHING ABOUT THE RESPONSIBILITIES THAT YOU HAVE IN THIS POSITION.

_____

_____

_____

_____

_____

_____

_____

_____

_____

DO YOU HAVE TO HAVE MORE THAN A HIGH SCHOOL DIPLOMA TO QUALIFY FOR YOUR POSITION?_____ IF SO, TO WHAT EXTENT?

WHEN DID YOU DECIDE TO PURSUE THE CAREER YOU ARE IN?_____

WHAT INFLUENCED YOU MOST IN THE SELECTION OF YOUR JOB?_____

ORGANIZATIONS YOU ARE AFFILIATED WITH_____

HONORS RECEIVED_____

HOBBIES_____

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